Implications of the Utilization of Artificial Intelligence (AI) on Academic Ethics and Social Values of UIN Sultan Maulana Hasanuddin Banten Students

Implikasi Pemanfaatan Kecerdasan Buatan (AI) terhadap Etika Akademik dan Nilai-Nilai Sosial Mahasiswa UIN Sultan Maulana Hasanuddin Banten

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Article Info	Abstrak
	Penggunaan kecerdasan buatan (AI) di pendidikan tinggi memengaruhi efisiensi belajar mahasiswa, etika akademik, dan nilai-nilai sosial. Penelitian ini bertujuan untuk menganalisis hubungan antara AI dan etika akademik serta nilai-nilai sosial mahasiswa di Universitas Islam Negeri Sultan Maulana Hasanuddin Banten, serta mengkaji persepsi dan praktik etika mahasiswa dalam penggunaannya. Penelitian ini menggunakan pendekatan kualitatif deskriptif dengan jenis penelitian lapangan. Data primer diperoleh melalui wawancara, observasi, dan pengisian kuesioner oleh mahasiswa, analisis dilakukan melalui transkripsi, reduksi, pengelompokan tematik, interpretasi sosial, dan penyusunan narasi deskriptif, dengan perspektif paradoks pedagogis (situasi kontradiktif) dan prinsip-prinsip etika UNESCO sebagai dasar analisis. Hasil penelitian menunjukkan bahwa mahasiswa menggunakan AI dengan cukup baik, tetapi kemampuan analitis dan penerapan etika akademik mereka masih terbatas. Nilai sosial mahasiswa tinggi dalam aspek toleransi, tetapi kerja sama dan kepedulian sosial perlu ditingkatkan, menekankan pentingnya mengintegrasikan etika AI dan pendidikan karakter berdasarkan nilai-nilai Islam. ***Kata Kunci: Kecerdasan Buatan (AI), Etika Akademik, Nilai-Nilai Sosial Mahasiswa***

Abstract

The use of artificial intelligence (AI) in higher education affects students' learning efficiency, academic ethics, and social values. This study aims to analyze the relationship between AI and academic ethics and social values of students at Sultan Maulana Hasanuddin State Islamic University Banten, as well as examine students' perceptions and ethical practices in its use. The research uses a descriptive qualitative approach with the type of field research. Primary data was obtained through interviews, observations, and filling out questionnaires by students, analysis was carried out through transcription, reduction, thematic grouping, social interpretation, and descriptive narrative preparation, with the perspective *of pedagogical paradox* (contradictory situations) and UNESCO ethical principles as the basis of the analysis. The results show that students use AI quite well, but their analytical skills and the application of academic ethics are still limited. The social value of students is high in the aspect of tolerance, but cooperation and social concern need to be improved, emphasizing the importance of integrating AI ethics and character education based on Islamic values.

Keywords: Artificial Intelligence (AI), Academic Ethics, Student Social Values

INTRODUCTION

The development of artificial intelligence technology (AI) has brought significant changes in the world of higher education. Students now rely on various AI-based applications such as ChatGPT, Grammarly, and intelligent learning systems to support their academic activities (Isdayani, Thamrin, & Milani, 2024). This technology provides efficiency and convenience in the learning process, but also poses new challenges related to honesty and academic integrity. Research (Abdurrahman, Rizki, & Pradana, 2025) shows that excessive use of AI can reduce students' critical thinking skills. Therefore, it is important to analyze the implications of the use of AI on academic ethics and students' social values .

Several previous studies have addressed the use of AI in the context of education and social behavior. (Haris, 2024) researching students' understanding of the use of AI in academic activities and found ethical ambiguity. Meanwhile , Aliffudin (2024) examined TV One's editorial ethical policy in the use of AI avatars as newscasters and concluded that AI only functions as an auxiliary, not a substitute for humans. Haq's research (2024) shows that the use of AI in the Instagram application has an impact on students' social behavior, especially in increasingly automated digital interaction patterns.

In addition, Sari and Nugroho (2023) examined the effectiveness of AI in online learning and found an increase in learning efficiency. Rahmawati and Taufik (2024) revealed that AI helps students in writing scientific papers, but reduces the originality of writing. Prasetyo (2025) researched campus policies on the use of AI and found that the aspect of student social value has not been paid much attention to in the academic ethics policy.

Although various studies have been conducted related to the use of artificial intelligence (AI) in the field of education, there are still a number of important aspects that have not been studied in depth. First, the use of AI has not been widely studied in terms of its relationship with the formation of student academic ethics and its relevance to Islamic values in the context of Islamic higher education. Second, research on the impact of the use of AI on students' social values such as responsibility, empathy, collaboration, and shifts in social interaction due to increased dependence on technology is still very limited. Third, students' perceptions of the use of AI and its influence on scientific integrity and the formation of academic morals in Islamic universities have also not been comprehensively studied.

This study aims to analyze and describe the relationship between the use of artificial intelligence (AI) and the formation of academic ethics and social values of students at Sultan Maulana Hasanuddin State Islamic University Banten. In particular, this study seeks to identify students' perceptions, attitudes, and ethical practices in utilizing AI responsibly in accordance with Islamic values. Through a descriptive qualitative approach, this research is directed to explore students' understanding of moral responsibility, scientific integrity, and social dimensions that arise in the context of the use of AI technology in the academic environment of UIN SMH Banten.

This study argues that the use of AI in academic activities not only affects learning efficiency, but also plays a role in the formation of students' moral and social character. Theoretically, this research is expected to contribute to the development of Islamic education, especially in terms of the integration of technology and academic ethics. Practically, the results of this research are expected to be a reference for lecturers and educational institutions to formulate ethical AI utilization policies and encourage students' social awareness of the responsible use of technology.

METHODS

This research uses descriptive qualitative research, as it aims to describe in depth the use of artificial intelligence (AI) by students and its impact on academic ethics and social values. This research was chosen so that the phenomenon of the use of AI in academic activities can be understood holistically, including students' perceptions, attitudes, and ethical practices (Creswell & Poth, 2018). The operationalization is carried out through collecting data from students who are actively using AI, then interpreting the findings to obtain a comprehensive picture of its social and moral implications.

This type of research is field research. A field approach was chosen to obtain direct primary data on how students are leveraging AI, including applications such as ChatGPT, Grammarly, and intelligent learning platforms. Operationalization is carried out through direct interaction with students to understand the practice of daily use of AI and their perception of its ethical and social impact (Sugiyono, 2019).

The main data source is students of the Sultan Maulana Hasanuddin State Islamic University Banten who use AI in academic activities. Data was also obtained from campus policy documents related to the use of AI. The collection process was conducted through in-depth interviews about the experience of using AI, FGD (Focus Group Discussion) to assess collective perceptions, and a study of campus policy documents. Emphasis is placed on data collection regarding real practices, benefits, and challenges of utilizing AI (Miles, Huberman, & Saldaña, 2019).

The data were analyzed using descriptive qualitative analysis, with a focus on the use of AI and its impact on students' academic ethics and social values. The analysis process includes transcription, data reduction, grouping of themes related to AI practice, interpretation of social context, and the preparation of descriptive narratives that emphasize the patterns of use, moral perception, and social implications of AI in academic activities (Creswell & Poth, 2018)

RESULTS AND DISCUSSION

This study involved 10 respondents from various faculties at the Sultan Maulana Hasanuddin State Islamic University Banten. Each respondent was asked to respond to 10 statements regarding the use of artificial intelligence (AI), academic ethics and social values. The selection of respondents from various faculties was carried out with consideration in order to obtain a variety of views that represent the student experience more broadly, so that the results of the analysis were able to provide a comprehensive picture of the phenomenon of the use of AI in the campus environment.

The data obtained from the results of the questionnaire is used as a qualitative reinforcement data, which is a complement to the results of interviews and observations regarding students' perceptions, attitudes, and ethical practices in using AI technology responsibly. This approach is in line with Creswell's view that a combination of small-scale qualitative and quantitative data can improve the validity of findings through the process of triangulation, especially in social research that focuses on meaning human phenomena (John W. Creswell, 2021).

The results of the analysis show that most students view AI as an effective means to help the learning process, such as speeding up assignment writing, compiling references, and improving academic grammar. However, on the other hand, there are concerns about the misuse of AI in the form of plagiarism, technology dependence , and a decline in critical and reflective thinking skills.

This phenomenon illustrates the existence of ethical ambivalence in the use of AI among students. On the one hand, AI opens up opportunities for efficiency and creativity, but on the other hand poses a risk of academic moral degradation if it is not balanced with value awareness and scientific responsibility (Heffernan and J. Gibson, 2022). This confirms that the use of AI is not just a technological issue, but an ethical and character issue that requires a comprehensive value education approach.

These findings are reinforced by various recent studies that show a similar pattern. For example, Zawacki-Richter et al. (2023) assert that AI in higher education poses a pedagogical paradox: technology is able to improve access to information, but can weaken students' critical thinking processes if used passively (Olaf Zawacki-Richter et al., 2023). Temporary The UNESCO report (2024) states that AI ethics in universities must be based on three main principles, namely transparency, accountability, and academic fairness.

In the context of UIN Sultan Maulana Hasanuddin Banten, these principles have a greater meaning because it intersects with Islamic values and social morals. Students are not only required to understand the function of technology, but also to instill the value of scientific trust and social responsibility in its use. The use of AI that is not accompanied by spiritual awareness can erode academic integrity and shift learning motivation to purely instant results.

Therefore, AI ethics education in the Islamic university environment needs to be directed at the integration between science, Islam, and humanity. AI must be positioned as a means of strengthening thinking, not a substitute for the learning process. By internalizing Islamic spiritual values such as sincerity, trust, and ittaqa Allah (piety to Allah), students can utilizing technology in a wise and dignified way (Al-Ghazali, 2018).
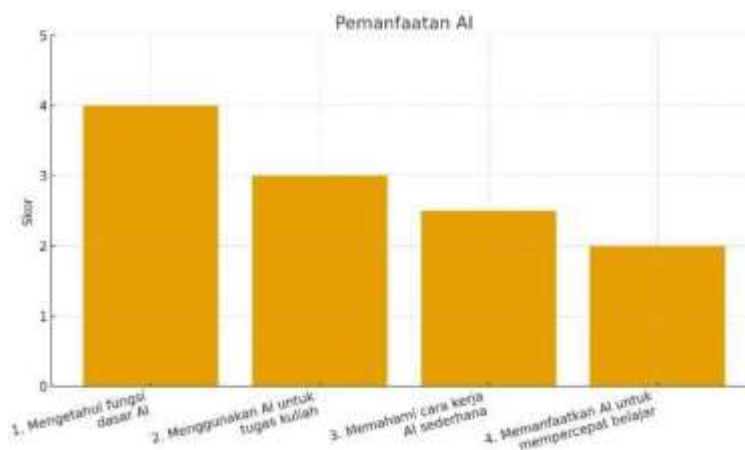
AI Utilization Diagram

The results of the diagram on the aspect of AI utilization show that the use of artificial intelligence by students is in the category of quite good. This indicates that students already have adequate initial knowledge about AI technology. However, in terms of understanding how simple AI works and utilizing AI to speed up learning, the score results are in the range of 2–2.5. This indicates that students are still at the stage of basic use, not yet to more technical or strategic use.

When associated with the theory of Zawacki-Richter et al. (2023), these findings show that there is a suitability that AI in universities always brings *pedagogical* paradoxes. Students feel helped, but the reliance on AI has the potential to weaken critical thinking skills. This can be seen from the students' technical experience scores which are in the interval of 2–2.5. This means that students have not yet arrived at the ability to evaluate, modify, or verify AI outputs in depth.

These findings are also in line with the research of Putri and Rahman (2021), who stated that students' AI literacy tends to be at the surface level. Nugroho (2022) added that the limitations of formal training are one of the reasons why students do not have a deep understanding of how AI technology works. Thus, The results of this study extend the previous findings to the context of Islamic universities that face similar challenges.

In institutions at UIN Sultan Maulana Hasanuddin Banten, the use of AI needs to be directed at strengthening the ability to think critically based on Islamic values. AI should not be seen as a substitute for the learning process, but rather a means to expand intellectual horizons. This study found that students tend to use AI as a quick tool, not as a thinking partner, so that the potential for intellectual development has not been optimally exploited.

If viewed from the initial assumption of the research, namely that students have basic skills in using AI but not yet at a strategic level, then the findings of this study prove that this assumption is correct. The questionnaire data shows that students' knowledge is still limited to the general functions of AI and has not led to technical understanding or analytical skills.

The implication of these findings is the need for universities to provide AI literacy training on a systematic basis. The training not only focuses on how to use AI platforms, but also covers how to evaluate, criticize, and integrate AI outputs in ethical academic processes. Without this training, students risk getting caught up in the use of mechanical and non-critical AI.
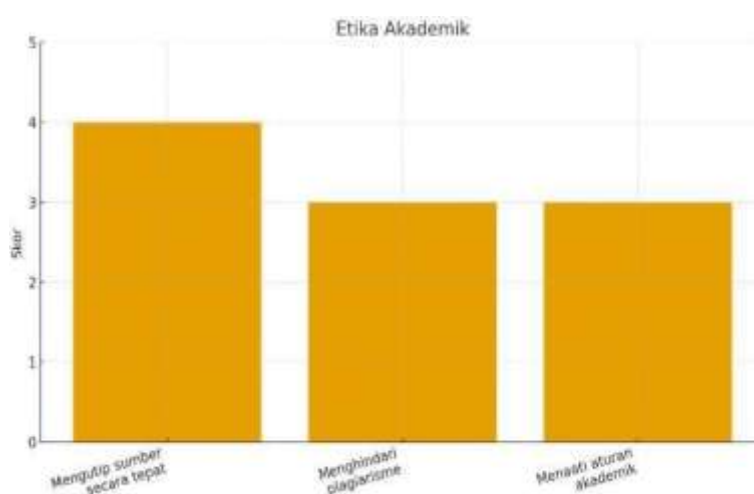
Academic Ethics Diagram

The results of this diagram in academic ethics show that students already understand the basic principles of academic ethics, especially in the aspect of citing sources precisely, which obtained the highest score (4). However, the aspect of avoiding plagiarism and obeying academic rules received a score of 3, indicating that the implementation of academic ethics is still not fully optimal. The habit of using the internet and AI in searching for information is one of the factors that can affect students' academic behavior.

These findings are relevant to the UNESCO report (2024) which emphasizes the importance of transparency, accountability, and fairness in the use of AI in academic environments. Many students use AI to compose paragraphs or summaries, but they do not always understand that AI outputs still need to be verified and cited according to academic standards. This misunderstanding has the potential to lead to indirect plagiarism.

Lestari research (2020) shows that the ease of access to digital information increases the risk of plagiarism. This is in line with the conditions in the field, where students tend to use AI as a source of ideas without a reinterpretation process that is critical. Meanwhile, research by Akbar and Sari (2021) revealed that the pressure of assignments and deadlines is one of the causes of students ignoring academic ethics. The findings of this study strengthen the study by showing that external factors such as academic burden do have an impact on students' ethical behavior.

In terms of research assumptions, the researcher suspects that students know the basic principles of academic ethics, but have not applied them consistently. The findings of this study prove that this assumption is correct. Students know their ethical obligations, but their practices are still influenced by habits, time pressures, and technological dependence.

In the UIN Sultan Maulana Hasanuddin Banten environment, academic ethics has a distinctive spiritual dimension. Students are not only required to comply with academic rules, but are also expected to internalize the value of scientific trust as part of Islamic morality. The use of AI without ethical awareness risks undermining the principles of scientific honesty and responsibility that underlie Islamic education.

The broader implications of these findings point to the need to develop a curriculum that clearly integrates the ethics of using AI in the learning process . Academic ethics courses can be expanded with special modules on the responsible use of AI. In addition, faculties should develop official guidelines related to the use of AI in the completion of academic assignments, to prevent confusion and misunderstandings among students.
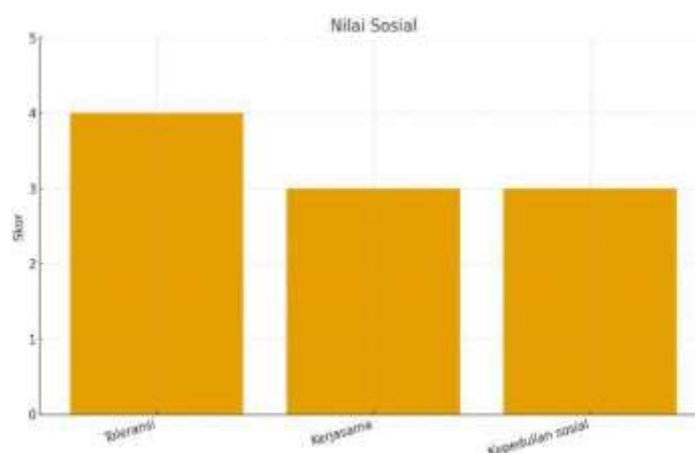
Social Value Diagram

In the social value variable, the tolerance aspect received the highest score (4), indicating that students have a fairly high attitude of appreciating differences. This illustrates that the campus environment is able to build a culture of mutual respect between community members. However, on the indicators of cooperation and social concern, the score obtained was 3. This shows that although college students have good social values, their prosocial engagement is not optimal. The factor of online learning over the past few years is suspected to be one of the causes of the reduction in deep social interaction.

Wardani's research (2020) shows that students' tolerance tends to be high because they are used to being in a heterogeneous environment. Setiawan (2021) emphasized that project-based learning can increase cooperation. Findings of this study consistent with the two studies, but added the dimension that students' cooperative skills still need to be strengthened through direct social practices.

When compared to the study of Harahap (2023), which found that students' social attention decreased during online learning, the findings of this study support the same pattern. College students need more real social interaction spaces to regrow their social sensitivities.

The research assumption that students have good social values but still need improvement in the aspect of prosocial action has been proven to be correct. The data shows that the values that students believe in have not been fully translated into concrete actions, especially in the context of cooperation and care.

The implications of this finding for institutions at UIN Sultan Maulana Hasanuddin Banten are the importance of strengthening character education through student involvement in campus organizations, community service programs, and collaborative projects between faculties. Planned social activities can be a means for students to apply social values directly and really.

CONCLUSION

This study aims to analyze the relationship between the use of AI and academic ethics and social values of students at UIN Sultan Maulana Hasanuddin Banten. The results show that students have used AI quite well, but their technical and analytical abilities are still limited. Academic ethics are understood in theory, but implementations such as avoiding plagiarism are not optimal. Social values such as tolerance are high, while cooperation and social concern still need to be improved. These findings confirm that the use of AI is not only about technology, but also related to the integrity and character of students.

The findings reinforce the pedagogical *paradox theory* (Zawacki-Richter et al., 2023), that AI improves learning efficiency but can weaken critical thinking. Practically, this study suggests the integration of AI ethics modules in the curriculum, official guidelines for the use of AI, and AI literacy training based on Islamic values. Strengthening character education through organizations, collaborative projects, and community service is also important to develop students' social values.

Future research is suggested expanding the sample, quantitatively assessing the relationship between AI literacy and academic ethics, and conducting longitudinal studies to evaluate the effectiveness of AI training programs and the development of students' social values.

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